DOCUMENT RESUME

ED 197 872 RC 012 457

AUTHOR	Gleason, W. E.; Hesler, D. F.
TITLE	Choices & Careers: Free to Choose: Exploring Careers. Books I, II, and III and Leaders Guide.
INSTITUTION	Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY	Extension Service (DOA), Washington, D.C.
PUB DATE	78
NOTE	68p.; For related documents, see ED 158 936-944 and RC 012 455-456, RC 012 458-470 and RC 012 507.
AVAILABLE FROM	Women's Education Resources, Univ. of Wisconsin Extension, 430 Lowell Hall, 610 Langdon St., Madison, WI 53589 ($2.00).
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adolescents: American Indian Education; *American Indians; Career Awareness; *Career Exploration; *Females; Field Trips; Individual Development; Leaders Guides; Learning Experience; *Profiles; *Self Evaluation (Individuals)
IDENTIFIERS	*Career Development Project for Tribal Girls

ABSTRACT

This unit for American Indian girls focuses upon exploring careers by using a variety of activities. Learning experiences suggested in the unit include field trips to get a social security card and a work permit. There are activities structured for involving young people in making a collage of careers and for making a job mobile. The girls have an opportunity to observe adults at work and to interview them. Self-profile units help the girls look closely at characteristics about themselves that may influence the careers they choose, and job profile units aid girls in systematically seeking out and recording information about jobs that may influence their career choice. Self-profile and job profile units are included for girls aged 9 to 11, 12 to 14, and 15 to 18. The leaders' guide includes detailed information on the arrangements and materials that are needed for each activity. (Author/CM)

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Exploring Careers

W. E. Closson & D. F. Hosler

Choices & Careers Free To Choose

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Exploring Careers

Book I

by W. E. Gleason & D. F. Hesler
Illustrated by Pat Field

About The Author

W.E. Gleason and D.F. Hesler, both Youth Development Specialists, in University of Wisconsin—Extension, designed the unit. Pat Field illustrated the unit.

1978

About The Program

"Exploring Careers" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was designed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

W3GY5

Fact Sheet

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Exploring Careers – Unit for Girls

Choices & Careers
Free To Choose

This unit focuses upon exploring careers by using a variety of activities. Activities suggested in the unit include field trips to get a social security card and a work permit. There are activities structured for involving young people in making a collage of careers and for making a job mobile. The unit provides an opportunity for girls to visit with adults about their careers.

The unit includes "Exploring Careers," Book I, W3GY5 for girls 9 to 11, "Exploring Careers," Book II, W3GM5 for girls 12 to 14, and "Exploring Careers," Book III, W3GO5 for girls 15 to 18.

The leader's guide for the unit, W2GX5, includes detailed information on the arrangements and materials that are needed for each unit.

About The Author

Bill Gleason and Dixie Hesler, both Youth Development Specialists in University of Wisconsin—Extension, designed the unit. Pat Fields illustrated the unit.

About The Program

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University of Wisconsin-Extension

W1GX5

My Book About Me

Some Things About Me

My Favorite

food is _____

sport is _____

game is _____

hobby is _____

song is _____

place is _____

work is _____

animal is _____

color is _____

I Live _____

I have _____ brothers and _____ sisters.

I am

_____ Tidy

_____ Sloppy

I am happy when _____

_____

I am sad when _____

_____

I am angry when _____

_____

The Way I Look

I am this tall _____.

I weigh this much _____

My eyesight is _____

My hearing is _____

My coordination is_____

My health is _____

My age is _____

My teeth are _____

My energy is _____

Places I Like To Be

Alone _____

In School _____

In the Woods _____

On a Boat _____

In an Office _____

In a Car _____

Where It's Quiet _____

In a City _____

Where It's Hot _____

On a Farm _____

With Friends _____

Around Machines _____

On an Airplane _____

Things I Like To Do

Work With My Hands _____

Work Outdoors _____

Work in an Office _____

Make Things _____

Help People _____

Take Care of People _____

Take Care of Animals _____

Do Different Things _____

Travel _____

Draw _____

Write _____

Sing _____

Dance _____

Read _____

Talk _____

Play Music _____

Do Math _____

Study Science _____

Things I Like To Be

A Helper ____

A Listener ____

A Dreamer ____

A Boss ____

Happy ____

Loud ____

On Time ____

Friendly ____

Listened To ____

A Dancer ____

A Hunter ____

A Member ____

Lazy ____

Quiet ____

Neat ____

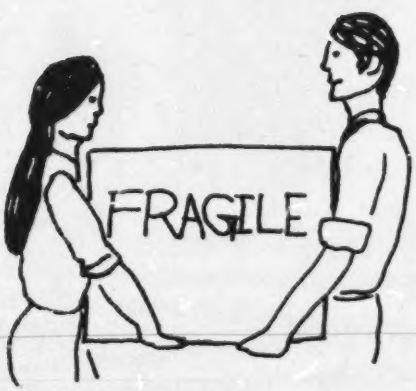
A Worker ____

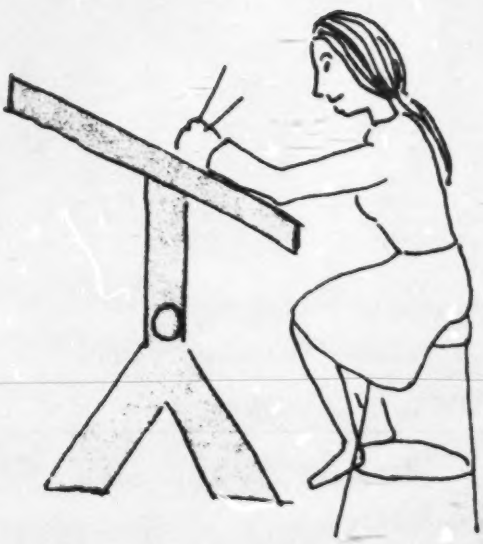
A Talker ____

Polite ____

Seen ____

My Book About Work





Where People Work

Check Where People in this Job Work

In the Woods _____

On Boats _____

In Offices _____

Inside _____

In Factories _____

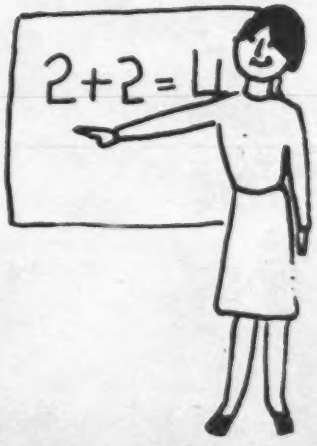
In Hospitals _____

On Machines _____

Outside _____

In Schools _____

On Farms _____



In Stores _____

In Airplanes _____

How People Work

Check How People in this Job Work

Take Care of People _____

Help People _____

Build Things _____

Make Things _____

Write Things _____

Sell Things _____

Haul Things _____

Grow Things _____

Teach _____

Entertain _____

Boss _____

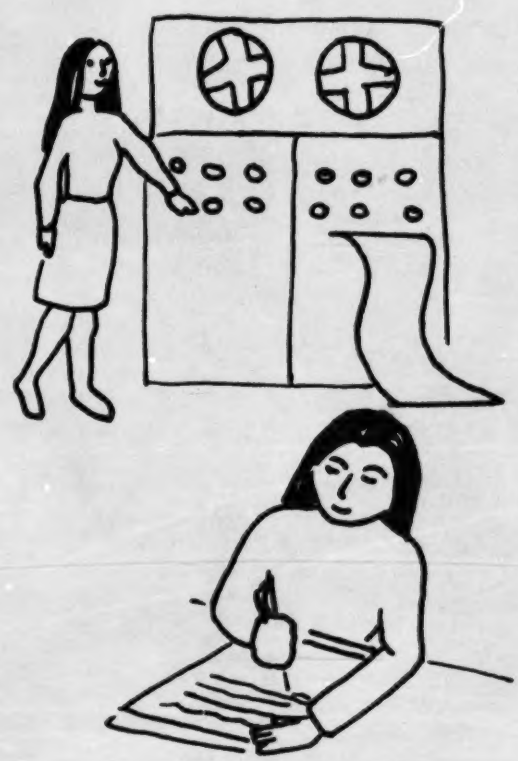
Take Care of Things _____

Haul People _____

Design Things _____

Run Machines _____

Play Games _____



When People Work

Check When People in this Job Work

Full-time _____

Part-time _____

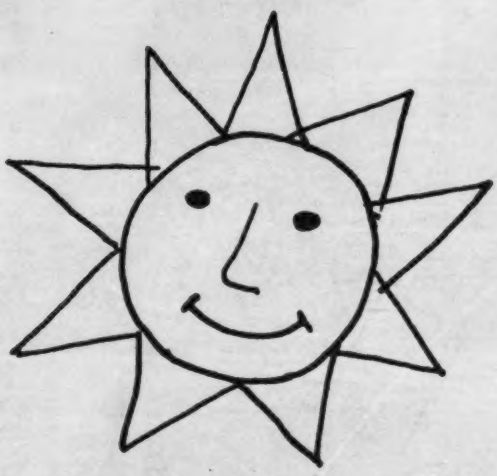
Days _____

Evenings _____

Nights _____

Weekends _____

Holidays _____



Things Working People Earn

Check What People in this Job Earn

Money _____

Recognition _____

Goodwill _____

Status _____

Security _____

Life Insurance _____

Health Insurance _____

Discount Purchases _____

Schooling _____

Awards _____

Sick Leave _____

Retirement Pay _____

Vacation Pay _____

Overtime Pay _____

Things Working People Need

Check What People in this Job Need

Special Skills _____

Training _____

Tools _____

Equipment _____

Uniforms _____

Transportation _____

Good Health _____

Licenses _____

Social Security Numbers _____

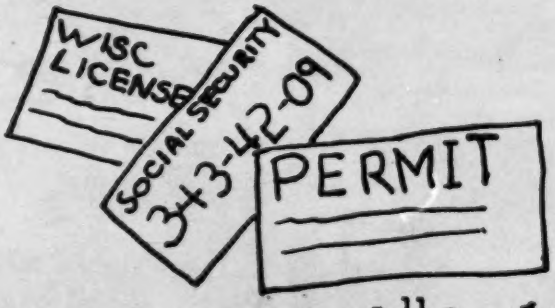
Work Permits _____

Ability to Follow Rules _____

Experience _____

Money to Start With _____

Union Membership _____



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W3GM5

A Self Profile

Why a Self-Profile

There are things about YOU that are UNIQUE.

This self-profile can help YOU think about them.

Friends can also help YOU discover things about YOU.

This self-profile can help YOU discover things YOU like to do.

YOU may find that things YOU like to do are things YOU do well.

YOU may consider jobs that let YOU do things YOU do well and enjoy.

Comparing your SELF-PROFILE with a JOB PROFILE can help YOU find a job YOU enjoy.

Compare your self-profile with job profiles.

Compare your self-profile with your friends'.

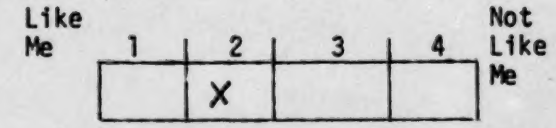
Have your friends make a profile of YOU.

How To Profile Yourself

- Read each item. Think about it. Place a check in the box that shows whether you feel the statement is more "like you" or "not like you."
  Example -

Physically I:

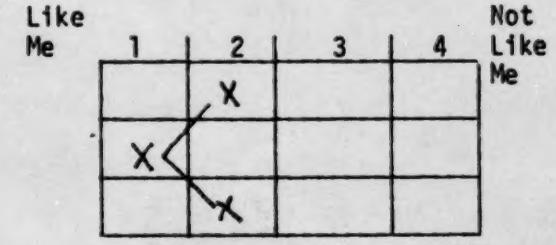
- am strong



- Use a colored pencil to connect your checks.
  Example -

Physically I:

- am strong
- see well
- hear well



Things I Am

Physically I:

1. am strong
2. see well
3. hear well
4. speak clearly
5. am healthy
6. am neat and clean
7. have a lot of energy
8. am well coordinated

Like Me

Not Like Me

1	2	3	4

Like Me

Not Like Me

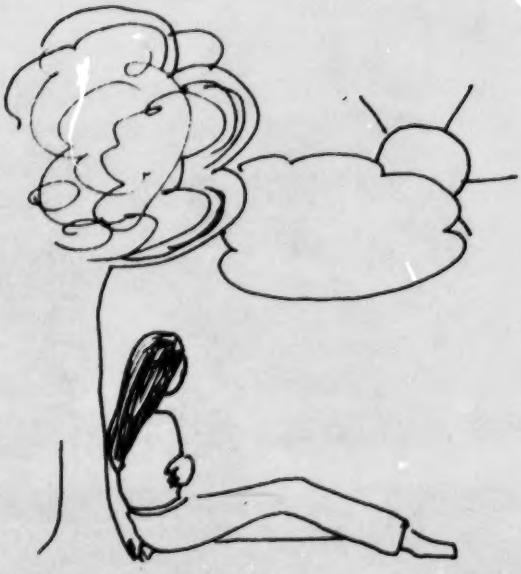
Socially I am:

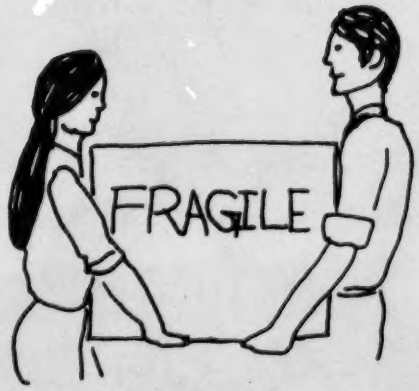
1. easy to get along with
2. a good friend
3. a loner
4. a good talker
5. a good listener
6. polite to others
7. friendly
8. reliable
9. a team person
10. neat
11. a hard worker
12. lazy
13. prompt
14. a helper of others

Like Me — Not Like Me

1	2	3	4

Like Me — Not Like Me





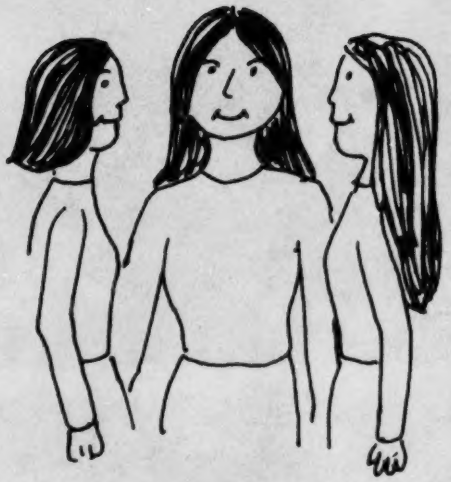
Emotianally I am:

1. even tempered
2. impulsive
3. easy to influence
4. responsive to authority
5. sensitive to criticism
6. sensitive to others
7. empathetic to others
8. a group person
9. fearful of illness
10. stubborn

Like Me — Not Like Me

	1	2	3	4

Like Me — Not Like Me



Things I Want

I want to:

		Like Me			Not Like Me
		1	2	3	4
1.	decide for myself				
2.	be secure				
3.	be looked up to				
4.	boss others				
5.	make things				
6.	protect others				
7.	know my history				
8.	love others				
9.	be loved by others				
10.	know myself				
11.	respect myself				
12.	be able to judge others				
13.	find order in life				
14.	have money				
15.	be secure				
16.	be recgonized				

Like Me — Not Like Me

Things I Like

I like:

Like Me

Not Like Me

	1	2	3	4
1. working with my hands				
2. working with my head				
3. working indoors				
4. working outdoors				
5. working in an office				
6. working with things				
7. working with ideas				
8. working with numbers				
9. working with science and math				
10. devoting time to music and art				
11. helping others				
12. being with nature				
13. playing sports				
14. being in the city				
15. owning property				
16. traveling				
17. doing useful things				
18. working with others				
19. being with important people				
20. doing new things				
21. doing things in new ways				
22. taking care of sick people				
23. working with animals				
24. following rules				
25. typing				
26. being neat and clean				
27. selling things to people				
28. being told when I am wrong				

Like Me

Not Like Me

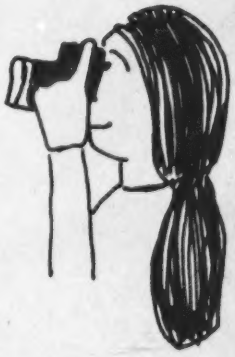
Things I'd Like To Be

Like Me

Not Like Me

I want to be:

	1	2	3	4
1. a farmer				
2. a mechanic				
3. an architect				
4. a lawyer				
5. a baker				
6. a doctor				
7. a secretary				
8. a nurse				
9. a cook				
10. a baseball player				
11. a teacher				
12. a dietician				
13. a beautician				
14. a model				
15. a fisherman				
16. a hunter				
17. an executive				
18. a salesperson				
19. a policeperson				
20. a jeweler				
21. a writer				
22. an actress				
23. a singer				
24. a musician				
25. a dancer				
26. an artist				
27. a photographer				
28. a reporter				
29. a child care worker				
30. a social worker				



Not Like Me

Things I Can Do

I can:

	Like Me			Not Like Me
	1	2	3	4
1. sing				
2. dance				
3. tell stories				
4. act				
5. design things				
6. work well with color, design and texture				
7. compete in sports				
8. solve math problems				
9. take care of animals				
10. raise plants				
11. draw pictures				
12. take shorthand				
13. type				
14. make things from wood				
15. give speeches				
16. write good theme papers				
17. make craft items				
18. help others understand themseves				
19. drive a truck				
20. fix machines				
21. catch fish				
22. take care of sick people				
23. lead a group				
24. help people solve problems				
25. set up a good display window				
26. tell others what to do				
27. do what people expect				
28. finish jobs I start				
29. express my feelings in words				
30. keep things clean				
31. cook				
32. serve others				

Like Me Not Like Me

A Job Profile

DO NOT PUT
BOOK EYE

Why Profile Jobs

You can learn things about jobs:

Where people work at a job
What people do in a job
Ways people work in a job
Things people must have for a job
Things people earn in the job.

You can compare what you learn about a job with what you want from a job.

You can choose your career better.

How To Profile Jobs

You can collect information about a job by investigating through observing, interviewing, reading, etc.

You can record what you learn about a job by placing a check ( ) on the line for each item in this profile for which you find an answer.

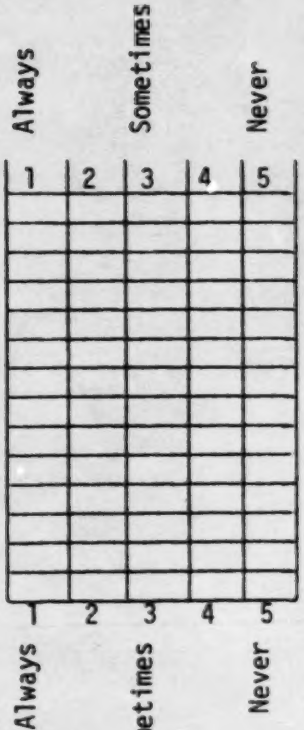
You can use a colored pencil to connect the checks and you will have a job profile.

You can use the profile to compare jobs, discuss them with friends, or do whatever you would like.

Environment

Where People Work At This Job:

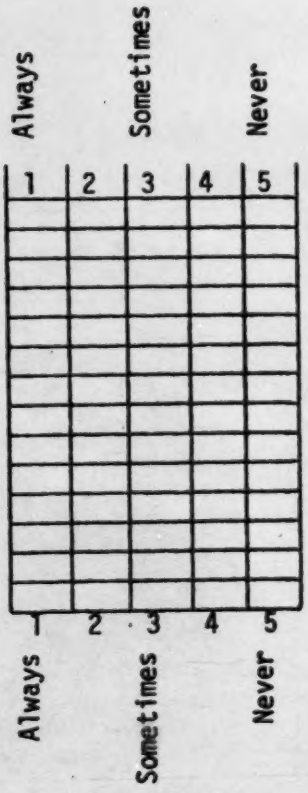
1. inside
2. outside
3. in air conditioned facilities
4. in an office
5. in a shop
6. where it is quiet
7. with a lot of people around
8. around machinery
9. with a lot of confusion
10. a long ways from a living area
11. near lunch facilities
12. with adequate breaks
13. in a safe neighborhood
14. where it is easy to get to

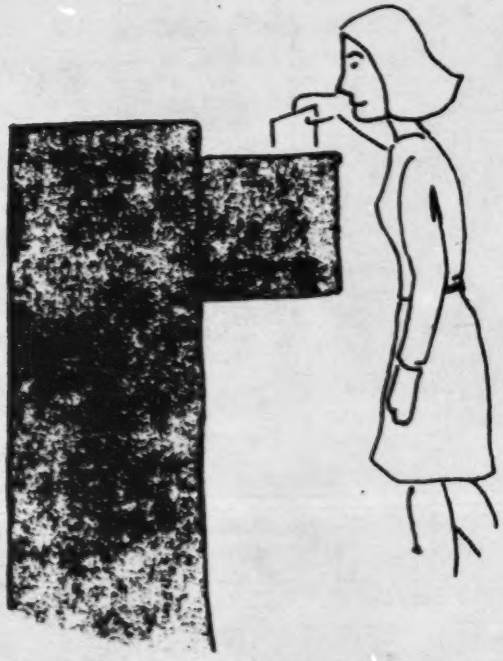


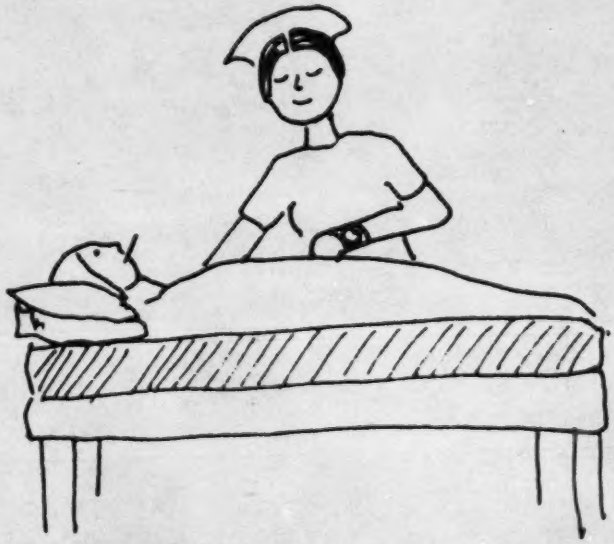
Things People Do

What People Do In This Job:

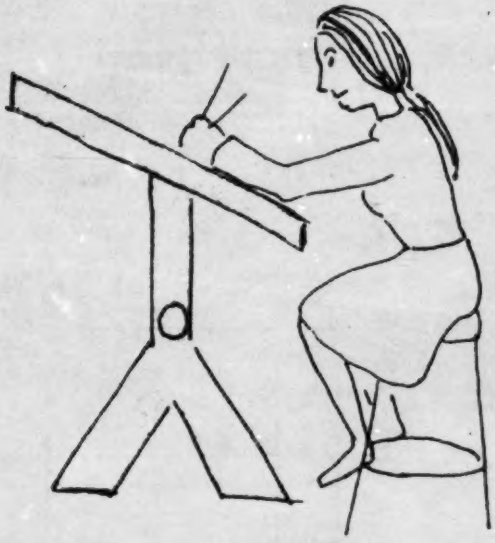
1. write reports
2. talk to others
3. sell things
4. make change
5. stock shelves
6. put things together
7. examine people
8. take care of people
9. make things
10. repair things
11. file papers
12. use mechanical tools
13. run machines
14. diagnose problems

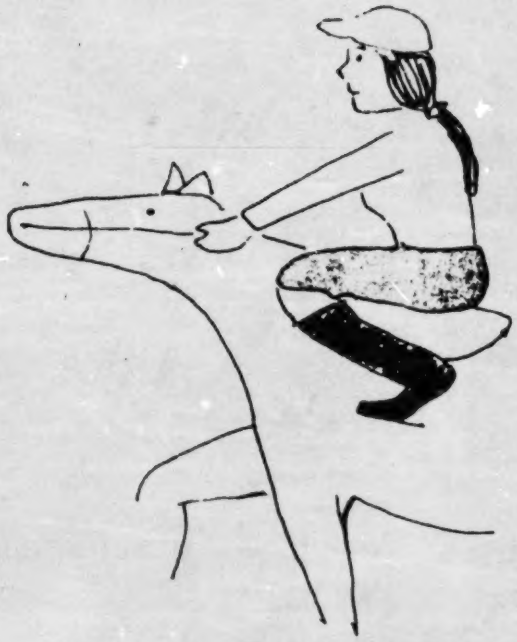






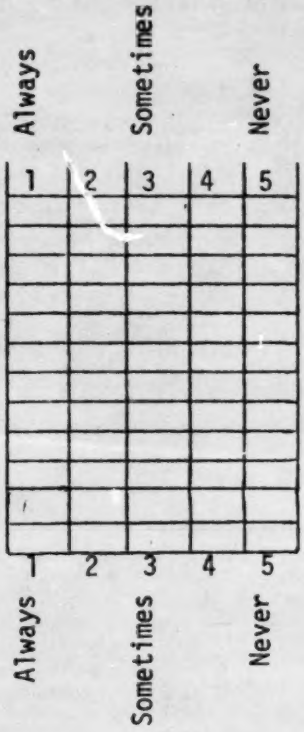
Ways People Work





Ways People Work In This Job:

1. alone
2. with others
3. physically
4. mentally
5. long days
6. regular hours
7. with regular breaks
8. by planning their own work
9. at what others plan for them
10. according to procedures
11. in a very orderly way
12. with tools



Things People Must Have

These People Must:

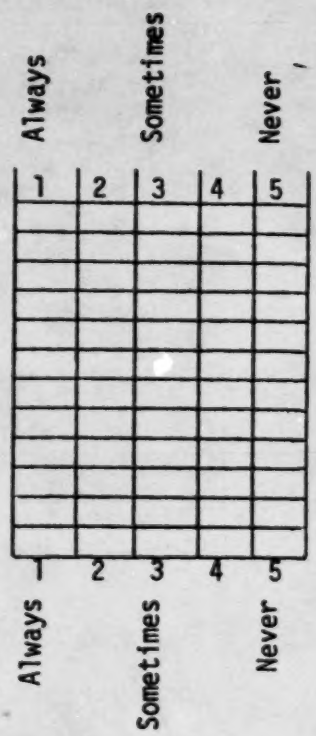
1. wear special clothing
2. be neatly groomed
3. have their own tools
4. provide their own transportation
5. have special training
6. have previous experience
7. have specific skills
8. be strong physically
9. conform to height and weight standards
10. pass a physical health exam
11. work overtime
12. have money to get started
13. have a work permit
14. have a social security card
15. belong to a union
16. have a license
17. accept frequent lay-offs
18. endure health hazards

	Always		Sometimes		Never
	1	2	3	4	5
	1	2	3	4	5
	Always		Sometimes		Never

Fringe Benefits

These People Get:

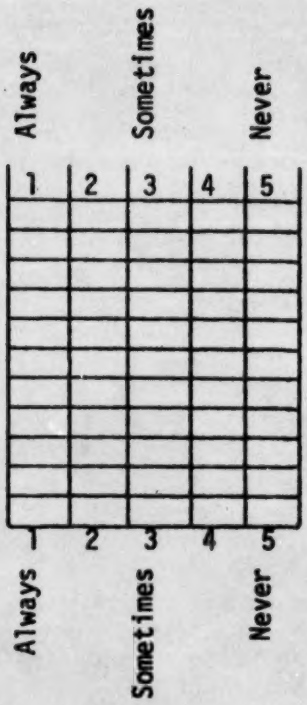
1. special food service
2. their uniforms provided
3. life insurance
4. health insurance
5. sick leave
6. retirement plans
7. discount purchases
8. on-the-job training
9. scholarships to study
10. special training
11. paid vacations
12. pay for overtime work



Rewards From The Job

These People Also Get:

1. a salary for the year
2. an hourly wage
3. frequent pay days
4. paid in check or cash
5. lots of freedom
6. lots of order
7. security
8. recognition from others
9. incentive work programs
10. chance to help people
11. chances to grow personally

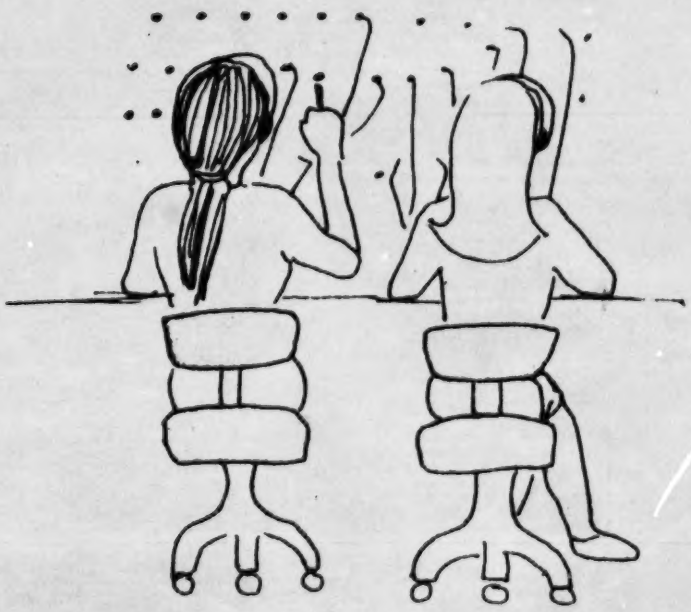


Where Is This Job

This Job:

1. is full-time
2. is part-time
3. has a good future
4. has chance for advancement
5. is available almost everywhere
6. is done by a lot of people
7. has people who stay a long time
8. is only in the daytime

	Always		Sometimes		Never
1	2	3	4	5	
1	2	3	4	5	
Always		Sometimes		Never	



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W.E. Gleason and D.F. Hesler, both Youth Development Specialists, in University of Wisconsin—Extension, designed the unit. Pat Field illustrated the unit.

About The Program

"Exploring Careers" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was designed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

BIA INDIAN EDUCATION RESOURCE CENTER

W3G05

A Self Profile

Why a Self-Profile

There are things about YOU that are UNIQUE.

This self-profile can help YOU think about them.

Friends can also help YOU discover things about YOU.

This self-profile can help YOU discover things YOU like to do.

YOU may find that things YOU like to do are things YOU do well.

YOU may consider jobs that let YOU do things YOU do well and enjoy.

Comparing your SELF-PROFILE with a JOB PROFILE can help YOU find a job YOU enjoy.

Compare your self-profile with job profiles.

Compare your self-profile with your friends'.

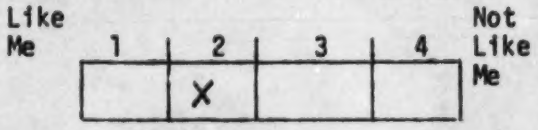
Have your friends make a profile of YOU.

How To Profile Yourself

- Read each item. Think about it. Place a check in the box that shows whether you feel the statement is more "like you" or "not like you."
  Example -

Physically I:

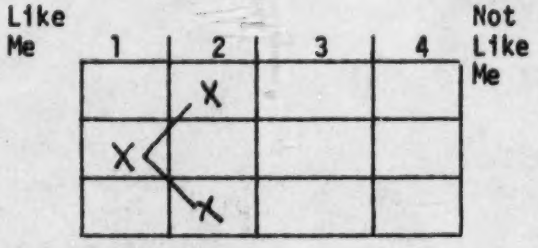
- am strong



- Use a colored pencil to connect your checks.
  Example -

Physically I:

- am strong
- see well
- hear well



Things I Am

Physically I:

Like Me

Not Like Me

1. am strong
2. see well
3. hear well
4. speak clearly
5. am healthy
6. am neat and clean
7. have a lot of energy
8. am well coordinated

	1	2	3	4

Like Me

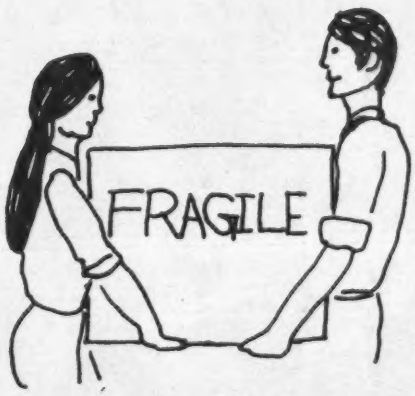
Not Like Me

Socially I am:

	Like Me	Not Like Me
1. easy to get along with		
2. a good friend		
3. a loner		
4. a good talker		
5. a good listener		
6. polite to others		
7. friendly		
8. reliable		
9. a team person		
10. neat		
11. a hard worker		
12. lazy		
13. prompt		
14. a helper of others		

Like Me

Not Like Me



Emotianally I am:

1. even tempered
2. impulsive
3. easy to influence
4. responsive to authority
5. sensitive to criticism
6. sensitive to others
7. empathetic to others
8. a group person
9. fearful of illness
10. stubborn

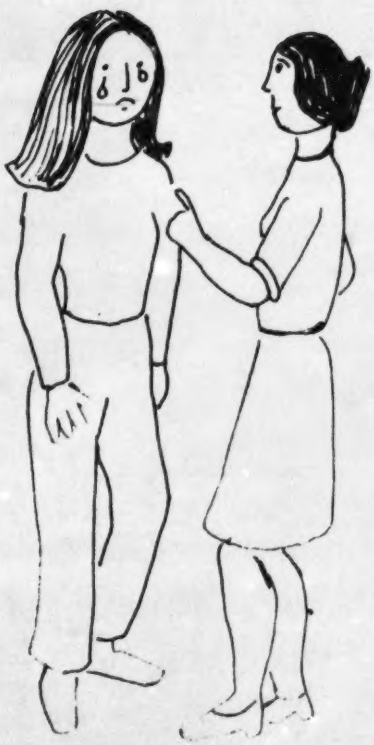
Like Me

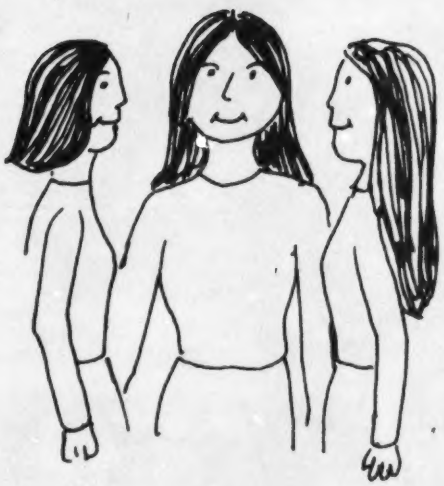
Not Like Me

1	2	3	4

Like Me

Not Like Me





Things I Want

I want to:

Like Me | Not Like Me

	1	2	3	4
1.	decide for myself			
2.	be secure			
3.	be looked up to			
4.	boss others			
5.	make things			
6.	protect others			
7.	know my history			
8.	love others			
9.	be loved by others			
10.	know myself			
11.	respect myself			
12.	be able to judge others			
13.	find order in life			
14.	have money			
15.	be secure			
16.	be recgonized			

Like Me | Not Like Me

Things I Like

I like:

Like Me

Not Like Me

		1	2	3	4
1.	working with my hands				
2.	working with my head				
3.	working indoors				
4.	working outdoors				
5.	working in an office				
6.	working with things				
7.	working with ideas				
8.	working with numbers				
9.	working with science and math				
10.	devoting time to music and art				
11.	helping others				
12.	being with nature				
13.	playing sports				
14.	being in the city				
15.	owning property				
16.	traveling				
17.	doing useful things				
18.	working with others				
19.	being with important people				
20.	doing new things				
21.	doing things in new ways				
22.	taking care of sick people				
23.	working with animals				
24.	following rules				
25.	typing				
26.	being neat and clean				
27.	selling things to people				
28.	being told when I am wrong				

Like Me

Not Like Me

Things I'd Like To Be

Like Me

Not Like Me

I want to be:

		1	2	3	4
1.	a farmer				
2.	a mechanic				
3.	an architect				
4.	a lawyer				
5.	a baker				
6.	a doctor				
7.	a secretary				
8.	a nurse				
9.	a cook				
10.	a baseball player				
11.	a teacher				
12.	a dietician				
13.	a beautician				
14.	a model				
15.	a fisherman				
16.	a hunter				
17.	an executive				
18.	a salesperson				
19.	a policeperson				
20.	a jeweler				
21.	a writer				
22.	an actress				
23.	a singer				
24.	a musician				
25.	a dancer				
26.	an artist				
27.	a photographer				
28.	a reporter				
29.	a child care worker				
30.	a social worker				

Not Like Me

Things I Can Do

I can:

		Like Me			Not Like Me
		1	2	3	4
1.	sing				
2.	dance				
3.	tell stories				
4.	act				
5.	design things				
6.	work well with color, design and texture				
7.	compete in sports				
8.	solve math problems				
9.	take care of animals				
10.	raise plants				
11.	draw pictures				
12.	take shorthand				
13.	type				
14.	make things from wood				
15.	give speeches				
16.	write good theme papers				
17.	make craft items				
18.	help others understand themseves				
19.	drive a truck				
20.	fix machines				
21.	catch fish				
22.	take care of sick people				
23.	lead a group				
24.	help people solve problems				
25.	set up a good display window				
26.	tell others what to do				
27.	do what people expect				
28.	finish jobs I start				
29.	express my feelings in words				
30.	keep things clean				
31.	cook				
32.	serve others				

Like Me Not Like Me

A Job Profile

Why Profile Jobs

You can learn things about jobs:

Where people work at a job
What people do in a job
Ways people work in a job
Things people must have for a job
Things people earn in the job.

You can compare what you learn about a job with what you want from a job.

You can choose your career better.

How To Profile Jobs

You can collect information about a job by investigating through observing, interviewing, reading, etc.

You can record what you learn about a job by placing a check ( ) on the line for each item in this profile for which you find an answer.

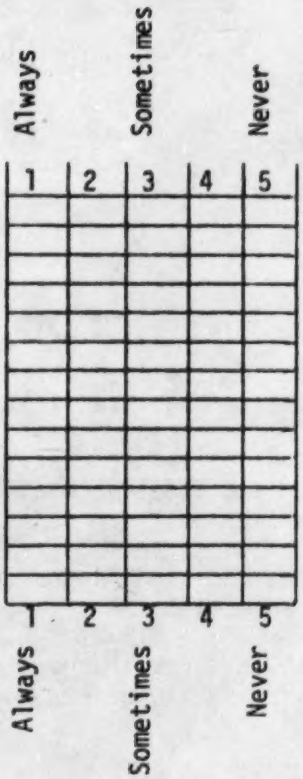
You can use a colored pencil to connect the checks and you will have a job profile.

You can use the profile to compare jobs, discuss them with friends, or do whatever you would like.

Environment

Where People Work At This Job:

1. inside
2. outside
3. in air conditioned facilities
4. in an office
5. in a shop
6. where it is quiet
7. with a lot of people around
8. around machinery
9. with a lot of confusion
10. a long ways from a living area
11. near lunch facilities
12. with adequate breaks
13. in a safe neighborhood
14. where it is easy to get to

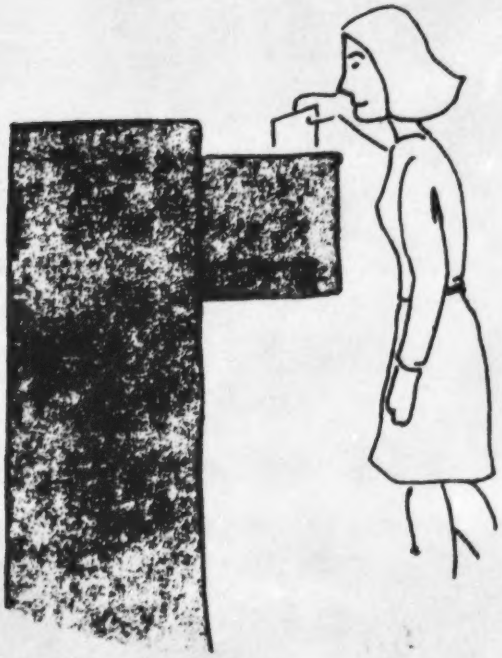


Things People Do

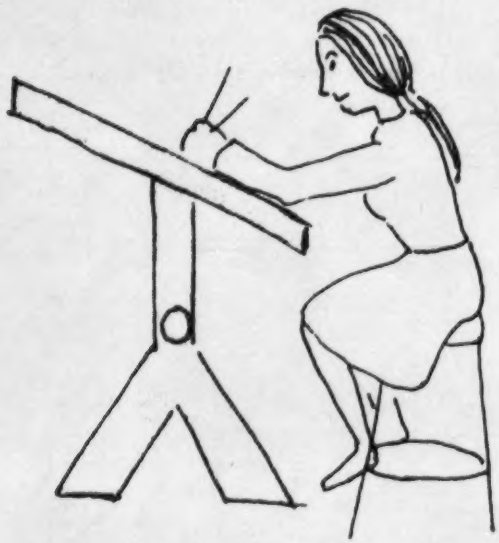
What People Do In This Job:

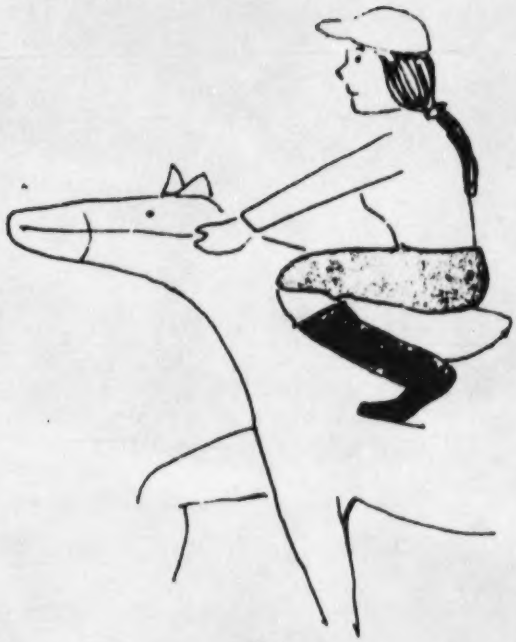
1. write reports
2. talk to others
3. sell things
4. make change
5. stock shelves
6. put things together
7. examine people
8. take care of people
9. make things
10. repair things
11. file papers
12. use mechanical tools
13. run machines
14. diagnose problems

Always		Sometimes		Never
1	2	3	4	5
1	2	3	4	5
Always		Sometimes		Never



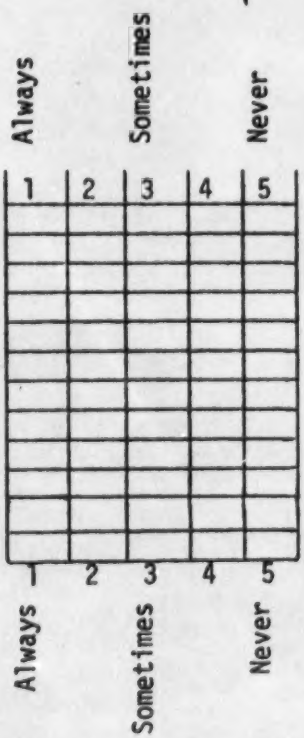
Ways People Work





Ways People Work In This Job:

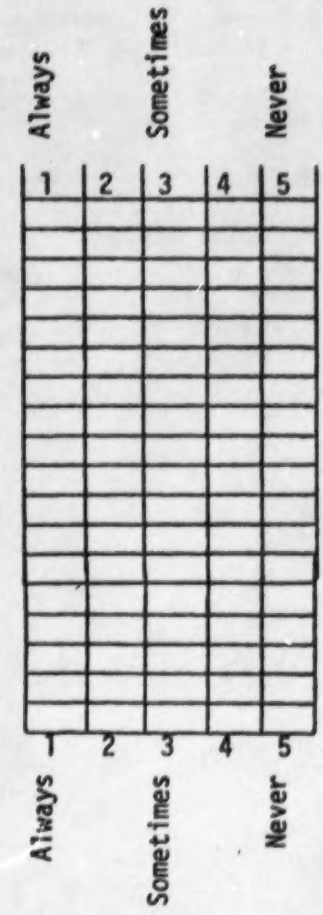
1. alone
2. with others
3. physically
4. mentally
5. long days
6. regular hours
7. with regular breaks
8. by planning their own work
9. at what others plan for them
10. according to procedures
11. in a very orderly way
12. with tools

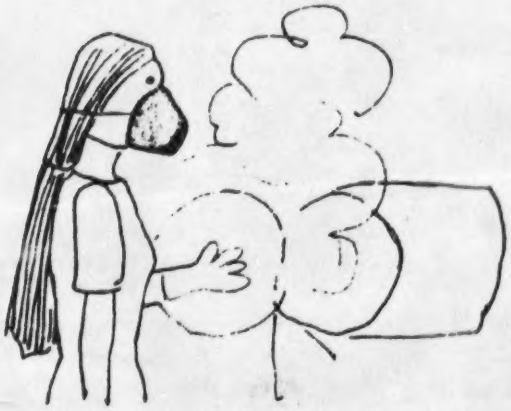


Things People Must Have

These People Must:

1. wear special clothing
2. be neatly groomed
3. have their own tools
4. provide their own transportation
5. have special training
6. have previous experience
7. have specific skills
8. be strong physically
9. conform to height and weight standards
10. pass a physical health exam
11. work overtime
12. have money to get started
13. have a work permit
14. have a social security card
15. belong to a union
16. have a license
17. accept frequent lay-offs
18. endure health hazards

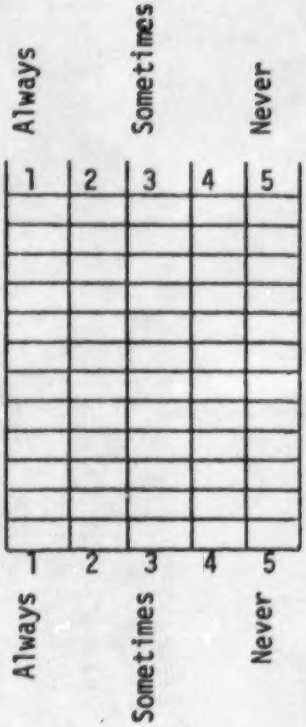




Fringe Benefits

These People Get:

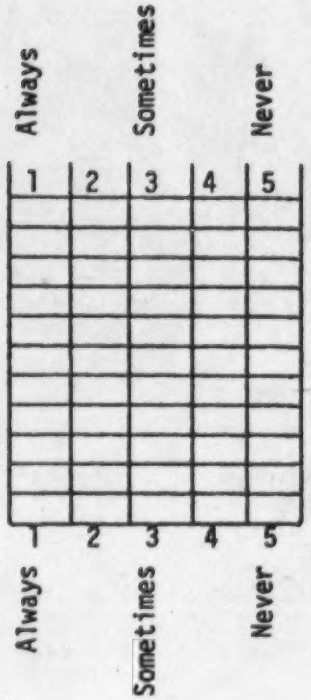
1. special food service
2. their uniforms provided
3. life insurance
4. health insurance
5. sick leave
6. retirement plans
7. discount purchases
8. on-the-job training
9. scholarships to study
10. special training
11. paid vacations
12. pay for overtime work



Rewards From The Job

These People Also Get:

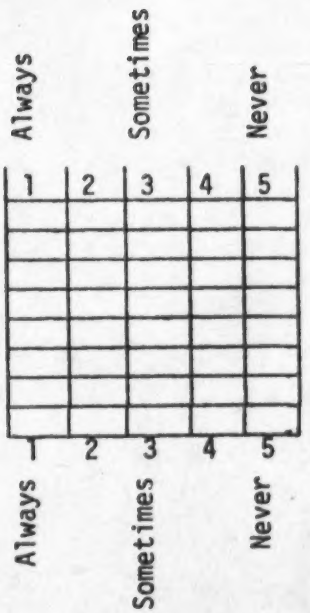
1. a salary for the year
2. an hourly wage
3. frequent pay days
4. paid in check or cash
5. lots of freedom
6. lots of order
7. security
8. recognition from others
9. incentive work programs
10. chance to help people
11. chances to grow personally

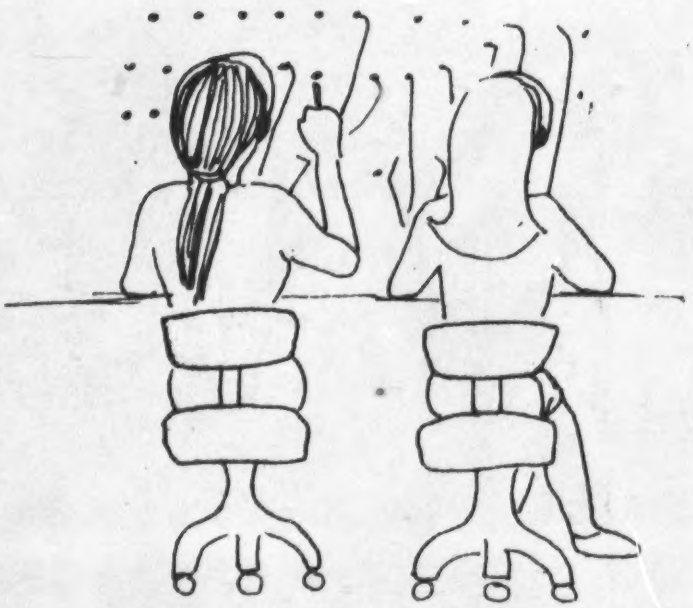


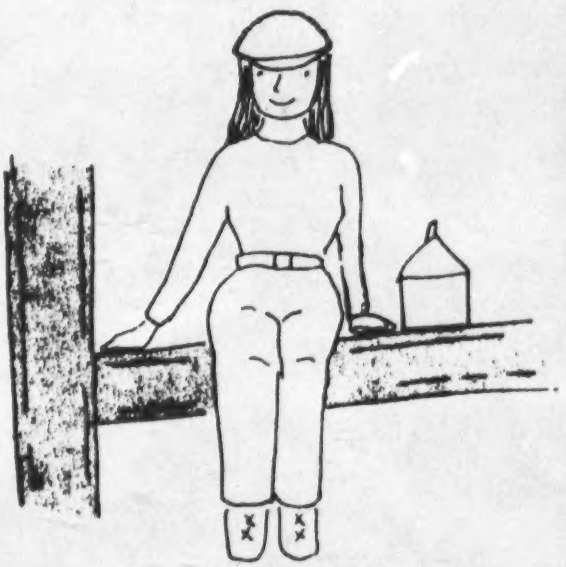
Where Is This Job

This Job:

1. is full-time
2. is part-time
3. has a good future
4. has chance for advancement
5. is available almost everywhere
6. is done by a lot of people
7. has people who stay a long time
8. is only in the daytime





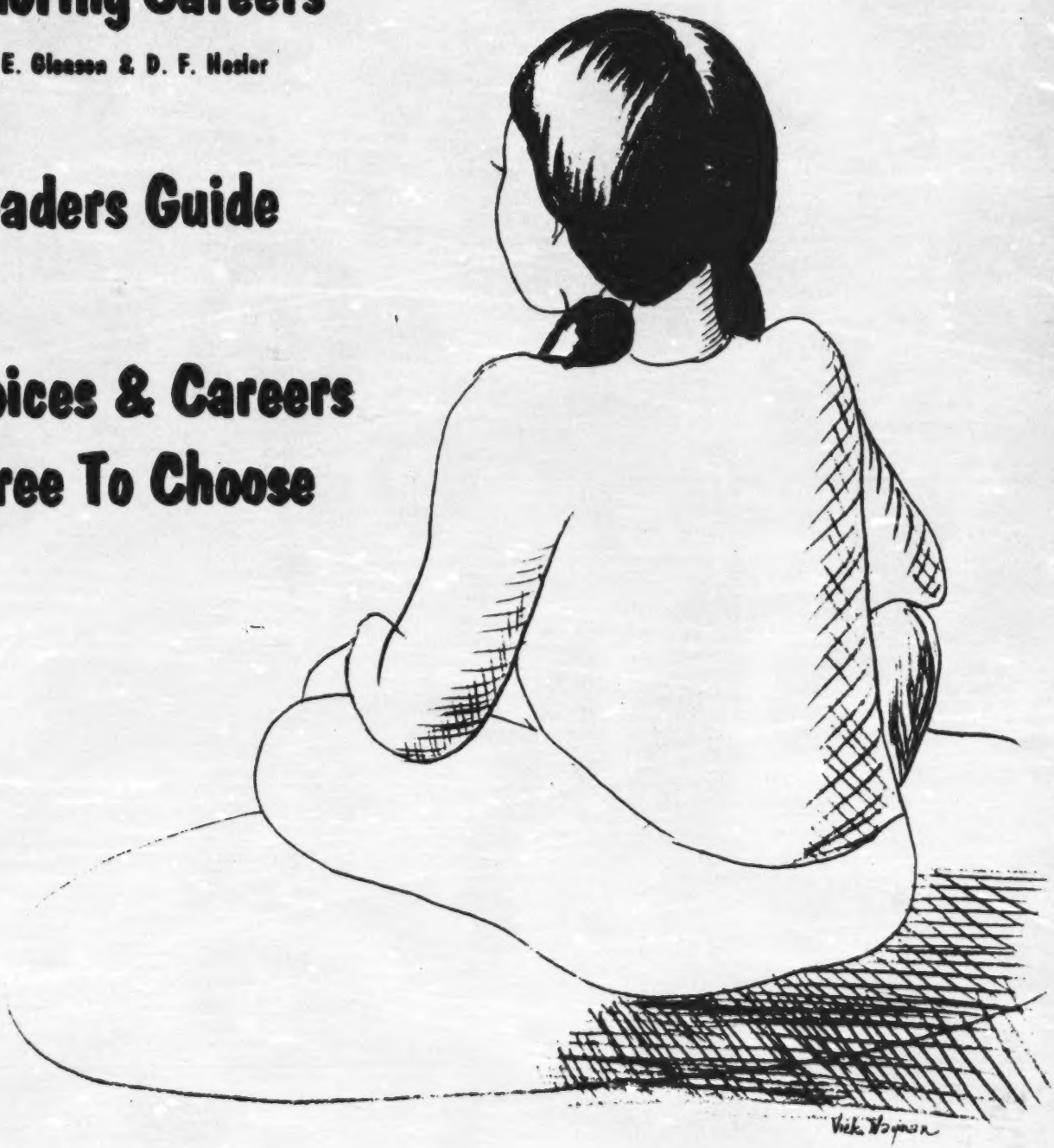


Exploring Careers

by W. E. Gleason & D. F. Hosler

Leaders Guide

Choices & Careers
Free To Choose



Cooperative Extension Programs
University of Wisconsin-Extension

W2GX5

Exploring To Find Out About

Vocations – Jobs – Occupations

You Can Help Girls Find Out About

Careers

Girls can —

Learn about themselves
- things they are
- things they can do
- things they want to do
- things they want from life

Learn about work
- where people work
- how people work
- when people work
- things workers earn
- things workers need

Girls can use what they learn to make a realistic career choice

Tips for Leaders

PLAN AHEAD FOR YOUR MEETINGS TO HELP GIRLS EXPLORE CAREERS.

1. Review this leader's guide.
2. Keep the size of your group small.
3. Work with the girls to help them determine which activities they want to do; which they don't want to do.
4. Get an older youth (15 to 18) to work <u>with</u> you when working with the younger girls.
5. The community is your classroom—use it.
6. Involve the girls in <u>doing</u> things, so everyone is busy.
7. Have your materials and instructions prepared ahead of time.
8. Contact community persons whom the girls may observe or interview ahead of time, so they know what is going on.
9. Keep the parents of the girls informed about what you are trying to do and why. Look for ways to get parents involved with their daughters on some project.
10. Begin your meetings with a fun activity that lasts about ten minutes and involves every girl in doing something immediately.

<u>Using This Guide</u>

This guide should not be used as a PRESCRIPTION.

Use activities that <u>you</u> feel will help and that <u>you</u> are comfortable with.

Use the activities in this guide to draw from only when you don't have ideas of your own.

We encourage you to use "Exploring Careers," the booklets for girls.

Help Wanted Ads

Age: Girls 9 to 11, 12 to 14, and 15 to 18 Years Old

Activity:

Involve youth in a search of the help-wanted section of the classified advertisements of your local newpaper or a paper from the nearest city of reasonable size.

Purpose:

To help the girls become aware of the kinds of information they might want to know about a job.

Arrangements and Materials:

1. One newspaper for every two girls
2. A large sheet of newsprint for every two girls
3. A dry-mark pen or crayon for every two girls
4. Space on tables or floor to spread out work with papers

Instructions:

1. Divide the girls into groups of two each.
2. Have the girls find and review the help-wanted ads.
3. Have each group select an ad to report on.
4. Give each group a sheet of newsprint and markers.
   a. Divide the sheet in half with a line.
   b. Label one side Known and the other Unknown.
   c. Have them list what they know about the job from the ad on the Known side.
   d. Have them brainstorm and list additional things they would like to know about the job on the other side.
5. Have the girls in each group put their list up and discuss it with others.
6. Be sure to stress that jobs designated as male or female are not

for one sex only.

7. Summarize the findings. Note: It is important to point out ways that a person can find missing information about a job (during an interview, by a phone call, from someone else who works there, etc.).

My Book About Me

Age: Girls 9 to 11 Years Old

Activity:

Complete "My Book About Me" on pages 1 to 5 of Book I.

Purpose:

To help the girls begin to relate characteristics about themselves to careers they may choose.

Arrangements and Materials:

One copy of "My Book About Me" and one pencil for each girl.

Instructions:

1. Provide each girl with a booklet and a pencil.
2. Review the booklet with the total group.
3. Have a quiet time for each girl to complete the booklet about herself.
4. Have the girls get into groups of three or four and discuss their answers.
5. Have each girl tell the group about one thing she would most like to be and why.
6. Suggest that each girl take her booklet home and share it with her parents.

My Book About Work

Age: Girls 9 to 11 Years Old

Activity:

Complete "My Book About Work" on pages 6 to 11 of Book I.

Purpose:

To help the girls begin to gather systematically and record information about jobs that relate to choosing careers.

Arrangements and Materials:

Each girl will need a pencil and one copy of "My Book About Work" for each job she will investigate.

Instructions:

1. Provide each girl with a pencil and a copy of "My Book About Work."
2. Review the contents and instructions of the booklet with the group.
3. Have each girl select a job in the community that she will find out about, and write the title of the job on the booklet cover in the space provided.
4. Discuss with the group three ways a girl can find information about the job she chose for this project.
   a. Interview a person in the community who works at the job. Help the girls make appointments and explain what they need to the person to be interviewed. Discuss how to interview.
   b. Observe a person working at the job.
   c. Library. If feasible, seek the needed information in the public library. Ask the librarian to set up a special shelf with books on jobs that the girls may need. Help each girl get a library card and learn how to use it.
5. Encourage the girls to use more booklets to find out about more jobs.
6. Have the girls share with each other in a group setting the things they found out.

A Self – Profile

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Complete "A Self Profile" on pages 1 to 9 of Book II and Book III.

Purpose:

To help the girls look closely at characteristics about themselves that may influence the careers they choose.

Arrangements and Materials:

Each girl will need a pencil and two copies of "A Self Profile."

Instructions:

1. Provide each girl with two booklets and a pencil.
2. Review the content and instructions for completing the booklet with the group.
3. Provide quiet time for each girl to complete the self-profile.
4. Have each girl select a partner. Have each partner fill out a profile for the other person.
5. Have the partners discuss the profiles with each other.
6. Encourage the girls to share with the group some ways their partners saw them differently than they saw themselves.
7. Encourage the girls to discuss their self-profiles with parents and friends.

A Job – Profile

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Complete "A Job Profile" on pages 10 to 18 of Books II and III for one or more jobs.

Purpose:

To aid girls in systematically seeking out and recording information about jobs that may influence their career choice.

Arrangements and Materials:

Each girl will need a pencil and one copy of "A Job Profile" for each job she will investigate.

Instructions:

1. Provide each girl with a colored pencil and a copy of Book II or Book III.
2. Review the contents and instructions of the booklet with the group.
3. Have each girl select a job in the community that she will find out about, and write the title of the job in the booklet.
4. Discuss with the group three ways a girl can find information about the job she chose for this project.
   a. Interview a girl in the community who works at the job. Help the girls make appointments and explain what they need to the person to be interviewed. Discuss how to interview.
   b. Observe a person working at the job.
   c. Library. If feasible, seek the needed information in the public library. Ask the librarian to set up a special shelf with books on jobs that the girls may need. Help each girl get a library card and learn how to use it.
5. Encourage the girls to use more booklets to find out about more jobs.
6. Have the girls share with each other in a group setting the things they found out.

Social Security Cards

Age: Girls 9 to 11, 12 to 14, and 15 to 18 Years Old

Activity:

Arrange a field trip to the local post office to obtain social security

cards.

Purpose:

To help each girl secure a social security card and learn why the cards are needed.

Arrangements and Materials:

Each girl will need a pen, proof of birth date, and other information. (Check with post office for other information needed.)

Instructions:

1. Make arrangements with the local post office for the group to visit, for applications to be on hand, and for a person to explain how to complete the form and why a social security card is needed.
2. Discuss with the group the need for a girl to remember her social security number and to preserve her card. Explain how to get a duplicate if she loses the card.

Work Permits

Age: Girls 9 to 11, 12 to 14, and 15 to 18 Years Old

Activity:

A visit to the local high school to secure work permits.

Purpose:

To help each girl secure a work permit and to know why it is needed.

Arrangements and Materials:

Each girl will need a pen, proof of birthdate and other information. (Check with the local high school for other information needed.)

Instructions:

Arrange with the local high school for the group to visit, for applications to be on hand, and for a person to help them complete the forms and to explain why a work permit is needed.

State Employment Office

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Arrange a field trip to the offices of the local branch of the State Employment Office.

Purpose:

To help the girls learn about the services of the office and how to use the services, and to learn about the local employment and unemployment situation.

Arrangements and Materials:

Arrangements should be made ahead of time with the local branch of the State Employment Office. A list of things to find out about should be made.

Instructions:

1. Discuss with the group the things to find out from the State Employment Office field trip. Examples may include:
   a. How the office can help an individual find a job
   b. Materials the office can provide that may help a person learn how to get a job
   c. How and when to apply for state employment compensation
   d. How many people are unemployed in the area
   e. The kind of jobs women in the area hold

Interview Survey

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Girls identify workers in the community with whom they will spend some time observing and interviewing on the job.

Purpose:

To help the girls get a realistic feel for what the job is like and what can be learned about self and others from a specific job.

Arrangements and Materials:

1. Each girl will need pencil, paper, and a clip board or other portable surface to write upon.
2. Girls will need help in arranging with and explaining what they want to do to the persons with whom they will spend time.

Instructions:

1. Have the girls discuss the things they will look for in observing and the things they will ask in interviewing.
2. Encourage the girls to look at various factors and to investigate with the worker the consequences.
3. Investigate with the workers the things they learned about people in this job. For example, what do garbage collectors learn about people from the garbage they collect?

Additional Learning Activities

1. TV AND CAREERS

   Age: Girls 9 to 11, 12 to 14, and 15 to 18 Years Old

   Activity:

   Have each member of the group share:

   a. A favorite TV show

   b. Favorite characters in the show

   c. Jobs those characters hold

   d. Qualifications/training that might be needed for the job

2. CAREERS COLLAGE

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Have the group construct a collage using a map of the community as a base. Have the collage picture all the types of jobs that are done in the community, where they are done, and for whom they are done, if possible.

3. JOB INTERVIEW ROLE PLAYS

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Divide the group into teams of three—one interviewer, one interviewee, and one observer. Role play a job interview.

a. The task of the interviewer is to communicate to the interviewee "What I want/expect from my employees."

b. The task of the interviewee is to communicate "What I want/expect from a job."

c. The task of the observer is to record and comment on what she sees and hears going on in the interview.

Discuss as a group: How are the goals and needs/wants of an employer and employee sometimes in conflict? What are some ways to prevent the conflict? To resolve it?

4. JOB APPLICATIONS

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Have the group secure and complete a job application form. Exchange forms with someone else in the group and examine the forms.

Discuss:

a. As an employer, what conclusions would you draw about the applicant from the way she filled out the form?

b. What additional information would you need to decide whether or not to hire the person?

5. JOB PANTOMIMES

Age: Girls 9 to 11, 12 to 14, and 15 to 18 Years Old

Activity:

Play the game, "Freeze:"

a. Select two to five people to pantomime different occupations all at the same time.

b. Tell the rest of the girls to watch the pantomimes.

c. Call, "freeze," and the pantomimers stop.

d. Ask the rest of the group to guess which jobs were being pantomimed.

e. Ask the pantomimers to share why they were doing the things they were doing to show the various jobs.

6. JOB MOBILES

Age: Girls 9 to 11 Years Old

Activity:

Construct a mobile.

Have the group identify one job they would like to find out more about.

Construct a mobile describing the job that shows:

Qualifications for the job

Expected pay range

Satisfactions that might be expected from performing it.

Environment/place where the job would be performed

Other

7. JOB REFERENCES

Age: Girls 12 to 14 and 15 to 18 Years Old

Activity:

Learn about getting job references.

Have the group discuss the meaning of references and the kinds of people who may serve as references for specific kinds of jobs.

Discuss how to request a reference: What you ask people to include and what the referencee needs to know about the job applied for.

Have each member of the group select someone to write a reference for her, obtain the reference, and examine all of the references to see which ones would be helpful and why.

Focus on the importance of helping the reference know what kind of information is needed in order that the reference will be helpful.